

School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Mary B. Perry High School	District Name	CA Education Authority
Principal	Ronetta McLean-Smith	Superintendent	Glenda Pressley (A)
Street	3100 Wright Road	Street	4241 Williamsborough Drive
City, State, Zip	Camarillo, CA 93010	City, State, Zip	Sacramento, CA 95823
Phone Number	(805) 485-7951	Phone Number	(916) 262-1500
Fax Number	(805) 485-2801	Fax Number	(916) 262-1510
Web Site	www.cdcr.ca.gov	Web Site	www.cdcr.ca.gov
E-mail Address	Rmcleansmith@cya.ca.gov	E-mail Address	gpressley@cya.ca.gov
CDS Code	34-32276-5637780	SARC Contact	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

Information about the school, its programs, and its goals.

Ventura Youth Correctional Facility 3100 Wright Road Camarillo, CA 93010 (805) 485-7951 The Ventura Youth Correctional Facility for Girls in Camarillo opened in 1962. The institution at that time was one of the two state facilities that housed female offenders. In 1970, the first males arrived at Ventura and today comprise two-thirds of the ward population. The female programs include a recalcitrant unit, a specialized counseling program, a receiving unit, a pre-camp training unit, and a formal drug program. The male programs include a formal drug program. Female wards' ages range from 13 through 25 and males 17 through 25.

To meet the needs of an increasing population, Ventura has a wide variety of treatment, educational and vocational programs, as well as a variety of work programs, which instill a work ethic in the wards. The academic program emphasizes competency-based education and employment readiness skills to help wards reentering the community obtain and keep jobs. Most significantly, the on-site Mary B. Perry High School provides qualified wards an opportunity to earn college credits through Ventura Community College which may lead to an Associate of Arts Degree.

In 1990, Ventura Youth Correctional Facility opened the Sylvester Carraway Public Service and Fire Center. The camp program includes the first female ward fire crew in the California Department of the Youth Authority (now the Division of Juvenile Justice).

In addition to the many programs offered, Ventura has one of the largest and best developed volunteer programs in the state. Currently, there are more than 250 volunteers who visit assigned wards on a one-on-one basis, run counseling groups or perform other services which provide a critical link to the community.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Ronetta McLean-Smith	Contact Person Phone Number	(805) 485-7952 x3740
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Opportunities for parents/guardian involvement are made difficult by distance and transportation due to the fact that we receive students from all over the State of California. However, parents/guardians must be requested to participate in compliance meetings (e.g. IEPs, etc.) even when their contributions are received via teleconference. Parents/guardians are welcomed and are always encouraged to attend meetings on behalf of their children whenever it is practical. Parents of both special education and non-special education students may telephone the school administration anytime to discuss their child's educational progress. Finally, parents are invited to attend graduations and all other school related functions that involve their children.

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	23
Grade 1		Grade 10	39
Grade 2		Grade 11	39
Grade 3		Grade 12	34
Grade 4		Ungraded Secondary	na
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	135

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	47	34.9	Hispanic or Latino	66	48.9
American Indian or Alaska Native	3	2.2	Pacific Islander	3	2.2
Asian	1	0.7	White (Not Hispanic)	14	10.4
Filipino	0	0	Multiple or No Response	1	0.7

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	2005	Date Last Discussed with Staff	June, 2005
<p>A trained security force at Mary B. Perry High School maintains safety, as with other CDCR sites. Each classroom is equipped with a telephone system and an intercom. Each staff member and teacher that can summon security personnel when a safety and security problem arises wears personal security devices. Students are sent from class if they pose a threat to self or to another. A faculty member is assigned to follow up with students who represent a threat in the classroom. School security monitors all student movements to ensure safety. Class size, location of teacher's desks, etc., are all subject to regular review and modification for safety and security.</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>An array of divergent programs and practices are offered to students at Mary B. Perry High School. Multi-cultural activities, music/arts programs, and other special assemblies contribute to the learning environment. Values and character education are part and parcel within a constructivist and positive learning atmosphere. Graduation is held yearly. High school graduates, GED recipients, and even those earning an AA or AS degree are acknowledged. Parents and guests attend the ceremony and a social event usually follows. A full-functioning library, staffed by a Senior Librarian (MLS) provides materials that support the core curriculum. The institution hosts a Citizens Advisory Committee (CAC) that is very active in providing tutorials for students as well as raising scholarship support in helping deserving students continue their college and trade programs after high school.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Eighteen academic and four vocational classrooms are used for presentation of the core curriculum, electives and vocational classes. A library and law library are maintained for student use. A music room, one of the academic classrooms, is equipped with practice rooms and enhanced acoustical construction. A gymnasium provides a modified basketball court, a cemented area for tennis, roller-skating, badminton and other court-type activity. Outdoor basketball is also available. A swimming pool is used for PE classes and for recreational use on the weekends and after school. Additional PE activities are carried out on a field adjacent to the gymnasium. Running, softball, soccer and other seasonal sporting activities are played regularly. An auditorium and a multipurpose room are used for graduation and special assemblies.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)		x	Work orders for repair have been issued
Hazardous Materials (interior and exterior)	x		
Structural Damage		x	Work orders for repair have been issued
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST – All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	9	17	.04%	4.4	5.8	3	35	36	40
Mathematics	0	1	0.0	6	2.5	1.5	35	34	38
Science	0	0	0.0	4.3	2.5	2.5	27	25	27
History-Social Science	0	4	0.0	2.9	4	4	28	29	32

CST – Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0
History-Social Science	0	0	0	0	0	0	0

CST – Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0
History-Social Science	0	0	0	0	0	0

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT – All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	N/A	N/A	N/A	9.5	8.25	N/A	43	43	N/A
Mathematics	N/A	N/A	N/A	6.6	6.6	N/A	50	51	N/A

NRT – Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

No data shown because CAT 6 testing ceased in California for grades 8-12 in 2005.

NRT – Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

No data shown because CAT 6 testing ceased in California for grades 8-12 in 2005.

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	10	3	0	2	0	0	6	2	0
10	15	5	3	8	2	3	12	8	2
11	15	5	11	12	2	11	12	8	5
12	5	3	19	2	1	36	6	4	18

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	0	11	N/A	10.1	11	10	26.7	25.8	27.5

Academic Performance Index

Adequate Yearly Progress (AYP)

Federal Intervention Program

As an alternative school, Mary B. Perry High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	723	346	238+	5,058	3,861	3,296	1,772,417	1,830,903	1,876,927
Number of Dropouts	0	0	0	0	0	0	47,871	58,189	61,253
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3
Graduation Rate	100	100	100	100	100	100	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other 9-12	12	15			12	15			7.6	15		

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	2			10	2			5.7	3		
Mathematics	10	2			10	2			7.8	3		
Science	10	1			10	1			10.5	2		
Social Science	12	2			12	2			6	1		

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	95%
High-Poverty Schools in District	
Low-Poverty Schools in District	

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	20	18	27
Teachers with Full Credential	20	18	24
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	1	0	Na
Teachers in Alternative Routes to Certification (district and university internships)	0	0	1
Pre-Internship	0	0	Na
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0	6.3
Master's Degree plus 30 or more semester hours	29.7	9.4
Master's Degree	18.5	25
Bachelor's Degree plus 30 or more semester hours	25.9	43.8
Bachelor's Degree	11.1	6.3
Less than Bachelor's Degree	14.8	9.4

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	10	5	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Each teacher must be evaluated annually as a matter of state policy. The process begins with a formal observation using specific rubrics for standards, classroom records, classroom environment, behavior management, assessment, and records. Completed evaluations become a part of each teacher's permanent employee record. All evaluations include annual goals that are reviewed at the time of each specific evaluation. School administrators observe classrooms, informally, on a regular basis. New teachers are hired on probationary status for the first year and are formally evaluated every three months.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Due to new recruitment of substitutes, Mary B. Perry High School has begun to acquire support for teacher absences. Hiring procedures are slow and, at times, discourage many applicants. While it can take six months or more before an applicant can be assigned, the school is continually seeking more innovative ways to provide coverage for teachers who need time off.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Library Media Teacher (Librarian)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

All academic courses are standards based and are taught by appropriately credentialed teachers, many with years of teaching experience. Four vocational classes provide students with work experience training in Office Technology, Culinary Arts, Animal Grooming, and Janitorial Skills. Classes are scheduled for 300 minutes per day; four 75-minute periods. CDCR schools maintain a minimum standard of 240 minutes of instruction per day. Due to an upgrading in the teacher bargaining contract, the school schedule will change to reflect a more traditional 5-period day along with a monthly work schedule that aligns with local public schools in the region.

The Western Association of Schools and Colleges (WASC) accredits the high school program at Mary B. Perry. Each teacher participates in monthly WASC Focus Group Meetings. Regular meetings are held weekly to focus on different parts of the educational needs of the school. School administrators possess clear Administrative Services credentials. The principal and Assistant Principal represents Mary B. Perry High School at institutional meetings and in Other vital associations that link the school with the community.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional development is available to all faculty members. Some professional activities have been deemed as mandatory. Over the past years, faculty members have been trained in Highpoint/Holt reading instruction, Saxon Math, and Special Education compliance. GED and CELDT testing, ED, SDAIE, CPR, Computer Networking, and other curricular workshops have been experienced by staff members. Additionally, all Teaching Assistants (TAs) who must comply with NCLB have been granted up to twenty (20) hours per week to attend college courses needed for earning their Associate Arts degrees.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Excellent-Current
Mathematics	Excellent-Current
Science	Excellent-Current
History-Social Science	Excellent-Current

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	We are in the process of purchasing additional instructional materials.
Mathematics	We are in the process of purchasing additional instructional materials.
Science	We are in the process of purchasing additional instructional materials.
History-Social Science	We are in the process of purchasing additional instructional materials.
Foreign Language	Not offered
Health	We do not offer a Health class at this time
Science Laboratory Equipment (grades 9-12)	We are in the process of purchasing additional instructional materials.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	87,120	64,800
10	87,120	64,800
11	87,120	64,800
12	87,120	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	242 days	180 days
10	242 days	180 days
11	242 days	180 days
12	242 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

NMBPHS had 51 shortened days for educational advising and Case Conferences.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	2	5	23
Computer Science	2	5	22
English	4	7	25
Foreign Language	0	0	0
Mathematics	5	5	21
Science	3	6	25
Social Science	4	7	25

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
91	91	91/146=62%

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment							385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	0	0	0	0	0	0	36.7	35.3	35.9
Average Verbal Score							494	496	499
Average Math Score							518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Students who earn a high school diploma, GED, or CHSPE are encouraged to enroll in the Ventura Community College Program. College admission testing itself is limited to the completion of requirements needed for community college enrollment. Students are supported in their efforts to enroll in four-year schools, but must arrange their own tuition and financial aid.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Mary B. Perry High School emphasizes competency in literacy and calculations for its students, so, many students spend a good part of their school days enrolled in remedial reading and math programs. Students who have achieved high school equivalency in reading and math may prepare for the workforce by enrolling in college, vocational classes, or by applying for institutional jobs on site. Several students may be eligible for work furlough programs within the community.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
86	58	18	21%	12	4/4	33%

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,224-\$59,832	\$36,464
Mid-Range Teacher Salary	\$51,564-\$62,616	\$61,925
Highest Teacher Salary	\$54,036-\$68,928	\$77,260
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	\$65,244-\$83,292	\$109,001
Superintendent Salary	\$95,340-\$105,108	\$158,638
Percent of Budget for Teacher Salaries	95%	38.1%
Percent of Budget for Administrative Salaries	1%	5.2%

Negotiations are in process for an enhanced pay structure for CEA teachers.

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title 3/ELL
 Carl Perkins/Part A - State Leadership
 Carl Perkins/Part B - Secondary Education
 Workforce Investment ACT – Adult Education, Family Literacy
 Special Education/IDEA Part B
 Library-Media Program
 Prop 98/General Fund
 Lottery – State Special Fund